



*St. Saviour's Church, Coalpit Heath.*

## **The Manor C of E Primary School**

### **Policy: Sex and Relationships Education**

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**Approved:**

*Headteacher*

Chair of Governors

## **1 Rationale**

Sex education is part of the personal, social and health education curriculum in our school. We teach within a framework of Christian values and the Christian understanding that sex is a gift from God as part of creation. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. (We have taken account of the guidance provided in teaching materials supplied by the Diocese.)

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and SRE should be taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

The Manor Church of England Primary School's SRE policy is based on the DCSF's *Sex and Relationships Education Guidance*.

### **1.2 Context**

All SRE in a Church of England school should be set in a context which is consistent with the school's Christian ethos and values.

- SRE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- SRE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- SRE should reflect that sex is a gift from God as part of creation: a human longing for an intimate union.
- SRE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.
- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

## **2 Aims and Objectives**

We teach children about

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
- The importance of marriage and family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- What they should do if they are worried about any sexual matters.

### **3 The teaching programme for Sex and Relationship Education**

- 3.1** We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our Personal, Social, Health and Economic (PSHE) curriculum, we also teach some aspects through other subject areas (for example science, PE and RE).
- 3.2** In PSHE education we teach children about relationships and encourage them to participate in discussion. We teach about parts of the body and how these work and we explain the changes that will happen during puberty. For example, we explain that boys' voices will change and that girls start menstruation.
- 3.3** All schools must teach the following as part of the National Curriculum Science Orders:  
Key Stage 1
- that animals including humans, move, feed, grow, and use their senses and reproduce.
  - to recognise and compare the main external parts of the bodies of humans and animals.
  - that humans and animals can reproduce offspring and these grow into adults.
  - to recognise similarities and differences between themselves and others and to treat others with sensitivity.
- Key Stage 2
- that the life processes common to humans and other animals include nutrition, growth and reproduction.
  - about the main stages of the human life cycle.
- 3.4** In KS2 during RE lessons children will learn about the commitment of people of faith to each other in marriage and how this is expressed in marriage ceremonies. They will learn about the beliefs and values that underpin this commitment and also support the nurture and care of children in the family.
- 3.5** In Years 5 and 6 we place a particular emphasis on health education, as many children experience the onset of puberty at this age. Teachers do their best to answer questions with sensitivity and care. By the end of KS2 we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.
- 3.6** Every year we arrange a meeting for the parents and carers of pupils in KS2 to discuss sex and relationships education; to explain what the issues are, how they are taught, and to view the resources the school uses in its teaching.

### **4 The Role of Parents**

- 4.1.1** The school is aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with parents/carers through mutual understanding, trust and co-operation. In prompting this objective we:
- inform parents about the school's sex education policy and practice through annual meetings;
  - answer any questions parents might have about the sex education of their child;

- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- seek to work together with Parents/Carers to support the child with regard to sex education. We believe that, through this mutual exchange of knowledge and information, children will benefit from consistent messages about their changing bodies and increasing responsibilities.

**4.2** Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher. It is not possible to withdraw pupils from the elements of the programme that are part of the science curriculum as these are statutory requirements.

## **5 Confidentiality and Safeguarding**

Teachers conduct sex education in a sensitive manner and in confidence. However, if a child makes reference to being involved, or possibly involved, in sexual activity, then the teacher will take it seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. The teachers will share any concerns with the designated teacher for child protection and safeguarding (in our school this is the Headteacher). The matter will then be dealt with in line with our Child Protection Policy and in consultation with Health Care professionals.

*Advice for teachers on particularly sensitive issues such as female circumcision can be found at: [www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection](http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection)*

## **6 The Role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training so they can teach effectively and handle any difficult issues with sensitivity. This training is usually provided 'in-house.'

## **7 Monitoring and Review**

Monitoring is the responsibility of the Curriculum Committee of the governing body to monitor this policy on an annual basis. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme and makes a record of all such comments in the sex education file, kept in the Headteacher's room. Governors will scrutinise the materials used in the teaching of sex and relationships education to see that they are in accordance with the school's aims and values.